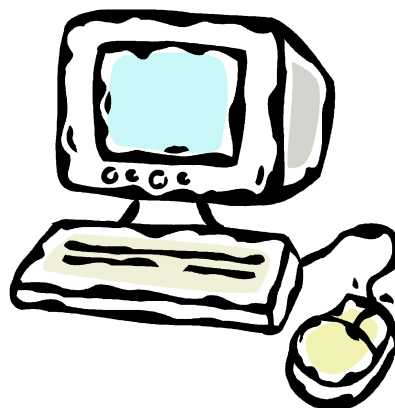




EEC 0810-620-063
Technology and Instruction
Spring 2009

Instructor: Whitney Smith
Phone: (516) 237-2505
E-mail: wsmith@mineola.k12.ny.us or wsmithatc@gmail.com
Blog: www.cerebrum.blogspot.com
Wiki: www.cerebrum.wikispaces.com
Office Hours: By Appointment



Class Meeting Time: Sundays 1:00 – 4:45pm
Classroom: Science: Room 227

A. Course Description: The course provides hands-on experience using technology designed for students with and without special needs. Current educational technology applications and Web 2.0 tools will also be explored.

B. Course Goals:

- To Develop a Working Knowledge of Instructional Technology Used in both the General Education and Special Education Setting
- To Enhance Technical Skills and Knowledge of Web 2.0 Tools
- To Develop a Database of Educational Resources Available on the Web
- To Develop Electronic Presentation Skills
- To Design and Publish a Blog and Wiki

C. Required Textbooks and Supplies:

- Jump Drive / Flash Drive
- Headphone / Microphone Combination Unit (USB connection)
- Course readings will be provided by the instructor
- **Suggested Reading:** *Empowering Students with Technology* by Alan November & *Blogs, Wikis, Podcasts and Other Powerful Tools for Classrooms* by Will Richardson

D. Course Topics and Weekly Tentative Schedule: Please note that the agenda for each class session and the specific assignments are subject to change. Adjustments will be made as needed to accommodate the needs and pace of the class.

Week 1: Introduction and Course Overview
2/1 Email ---- “Gmail”
File Management ---- Jump Drives/Flash Drives
Goals
Blogger

For next week please:

- 1. Begin to “blog”***
- 2. Set up your own blog for use in the classroom --- Email me the link to your blog prior to next week’s class (you may post the URL on my Wiki instead)***
- 3. Read: “Teens’ Bold Blogs Alarm Area Schools” on my wiki and respond in the discussion section***

Week 2:
2/8

Bet you didn’t know you could do this with Microsoft Office...
Guest Presenter: Jennifer Maichin, Special Education Teacher, Mineola Middle School

For next week please:

- 1. Weekly Reading & Response on my Wiki***
- 2. Speech Tools Lesson Plan ----***

Week 3:
2/15

Google
Google Docs
Google Reader
Advanced Searches
Images
Google Scholar

For next week please:

- 1. Continue to “blog” (respond to the Google Docs Posting)***
- 2. Read: Banning Student Containers and respond in the discussion section of my wiki***

Week 4:
2/22

The Basics of Microsoft Office (Word, Excel, PowerPoint, etc.)
Developing a library of web resources ---- book marking, RSS Feeds
Incorporating technology in the curriculum
Ethics/Social Issues

For next week please:

- 1. Weekly Reading & Response on my Wiki***
- 2. Annotated web resource list for your subject area of choice.***

Week 5:
3/1

Power Point Presentations...
Web resources:

<i>Brain Pop</i>	<i>United Streaming</i>
<i>You Tube</i>	<i>Teacher Tube</i>
<i>Skype</i>	<i>Google Docs</i>
<i>itunes U</i>	<i>Streaming Video</i>
<i>Poll Daddy</i>	<i>NYS Virtual Learning System</i>
<i>Survey Monkey</i>	<i>Teacher’s Domain</i>
<i>Group PowerPoint</i>	<i>Screencasting</i>
<i>Google Reader</i>	<i>Technorati</i>
<i>etc.</i>	

For next week...

1. You should begin to work on the group presentation in Google Docs entitled “Technology in the Curriculum”... the presentation should demonstrate how you would integrate instructional technology / Web 2.0 tools into the classroom and include the sites above or any others that you feel are important/useful... the further you think out of the box, the better!
2. ***Weekly Reading & Response on my Wiki***

Week 6: Group PowerPoint Presentation work
3/8 Wikis, Podcasts, and other Web 2.0 tools
Guest Presenter: George Maurer, Assistant Principal, Mineola High School

For next week...

1. ***Work on your wiki & complete your group PowerPoint.***
2. ***Respond to the Wiki Post on my Blog***
3. ***Weekly Reading & Response on my Wiki***

Week 7: Group PowerPoint Due!
3/15 Wiki Design and Construction

For our final class...

1. ***Finish your wiki and be prepared to present it to the class***
2. ***Weekly Reading & Response on my Wiki (You may want to do Week 7 & 8)***

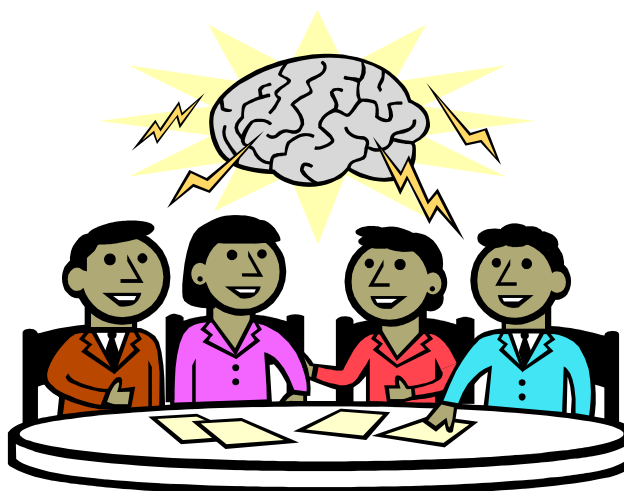
Week 8: Wiki Presentations
3/29 Final Thoughts...

E. Course Assignments, Due Dates, and Grading Plan:**Requirements—**

1. Projects are due when assigned. Time management is an important consideration for teachers. Due dates (deadlines) are part of the evaluative process, thus **no late assignments will be accepted. No handwritten assignments will be accepted.**
2. If you are unable to attend class or know you will be arriving late, please notify me **BEFORE** class.
3. The following factors will be considered when grading all assignments: organization, clarity of presentation, completeness, attention to detail, uniqueness, creativity, depth, and accuracy.
4. Always proofread for spelling and grammar and cite all sources where appropriate (APA 5th edition).

Assignments—

1. **Blog Entries, Wiki Discussion Board / Class Readings**: Blog entries and class readings will be assigned throughout the class. The readings, when assigned, will be on topics related to the use of technology in the classroom and are provided to help you expand your thoughts about how and when technology should be used. In addition to the assigned entries, my hope is that you decide to use the blog in order for you to communicate with myself and the others in the class in order to get questions that you might have answered. **See weekly schedule for due dates (subject to change).**
2. **Creating a Blog**: You will need to use Blogger in order to design an individual Blog. The Blog needs to include: a “Clustr map,” a RSS Feed, an embedded video, a posting, a picture, and links. **This assignment is due on 2/8. Please add your URL (web address) to my Wiki prior to class.**
3. **Lesson Plan using Speech Tools**:
 - o Create a differentiated reading assignment for your class. The objective for the lesson should focus on comprehension of text
 - o You must differentiate for 3 reading levels:
 - o On grade level
 - o 1-2 grade levels below
 - o 1-2 grade levels above
 - o Your plan should include all three uses for WORD (speech to text, text to speech, readability) and must include all three passages along with your lesson plan (one document please!) **All students must submit their assignment and be ready to present on February 15th.**
4. **Annotated Web Resource Document**: This assignment is designed to show evidence of your ability to use the internet to locate and access academic and classroom resources. Please use your knowledge of “effective search practices” to compile your list. **Please email your annotated resource list prior to class on March 1st**
5. **Group Presentation (Google Docs)** Use Google Docs and the document entitled “Technology in the Curriculum” to complete a group PowerPoint Presentation. The presentation should demonstrate your knowledge of the technology and how you would integrate it into the classroom. You may use the sites above or any others that you feel are important/useful... the further you think out of the box, the better! **This presentation is due March 15th.**
6. **Wiki**: Develop and Publish a Wiki that would be a useful resource for students, parents, and fellow educators. Wikis must contain a navigation bar on each page. Wikis need to contain a minimum of five resource hyperlinks, at least five linked pages and include an instructional component. You must cite all sources of materials and information used. **This assignment is due on the last class (March 29th).**
7. **Class Contribution and Attendance**: It is expected that students will come to class prepared and will have read all assigned material. Active, thoughtful classroom participation is expected and attendance at all classes is required. **Any lateness or absence will result in a reduction of the final grade. Students are responsible for obtaining and completing all missed work.**



Grading Plan

	% of Final Grade	Date(s) Due:
Blog Entries / Wiki Discussions / Readings	15	Ongoing
Blog	15	2/8
Lesson Plan	15	2/15
Annotated Web Resource List	10	3/1
Group Presentation	20	3/15
Wiki	15	3/29
Contribution in class / Attendance	10	Ongoing
Total	100	

G. University Statement on Academic Assistance for Students with Disabilities

If you are a qualified student with a disability seeking accommodations under the Americans with Disability Act, you are required to self-identify with the Office of Disability Services, 3rd floor, University Center (516) 877-3145. Please see me at the soonest possible time for special arrangements, seating and other accommodations if necessary. At any point during the semester if you encounter difficulty with the course or feel you could be performing at a higher level, please feel free to see me.

H. University Statement on Academic Integrity

You are expected to behave with the highest level of academic integrity. Cheating and other forms of dishonest will not be tolerated and will receive the proper disciplinary action from the university. Classroom behavior that interferes with the instructor's ability to conduct the class or ability of students to benefit from the instruction will not be tolerated. All beepers and cellular phones should be turned off while class is in session. You are expected to come to class prepared - this means having read and studied the assigned chapters before class. By having prepared in this manner, you will be able to maximize your time spent in class.

Adelphi University demands the highest standards of academic integrity. Proper conduct during examinations, the proper attribution of sources in preparation of written work, and complete honesty in all academic endeavors is required. Submission of false data, falsification of grades or records, misconduct during examinations, and plagiarism are among the

violations of academic integrity. Students who do not meet these standards are subject to dismissal from the University.

I. Use of Candidate Work

All teacher education programs in New York State undergo periodic reviews by accreditation agencies and the state education department. For these purposes samples of students' work are made available to those professionals conducting the review. Student anonymity is assured under these circumstances. If you do not wish to have your work made available for these purposes, please let the professor know before the start of the second class. Your cooperation is greatly appreciated.

J. School of Education Unit Philosophy, Purposes and Goals

Over the past three years the faculty of the Adelphi University School of Education has engaged in an intensive discussion of our mission, philosophy, and curricula. The process for these gatherings focused upon the following two fundamental questions:

- 1) *What are our values? What do we cherish most in life and thereby in education?*
- 2) *What skills, understandings (knowledge), and dispositions should our teacher education graduates possess?*

These questions are based upon our belief that values form the foundation of any philosophy of education. Values translate into educational goals and purposes which in turn may be conceived in terms of the characteristics of the teacher candidates we graduate. Based upon an intensive exploration and discussion of these two fundamental questions the faculty articulated and agreed upon the following:

Conceptual Framework - Core Values

The Adelphi University School of Education advocates the following **values**:

- | | |
|-----------------------|---------------------------|
| * Scholarship | * Inclusive Community |
| * Reflective Practice | * Wellness |
| * Social Justice | * Creativity and the Arts |

Our core values determine our **purpose and goals**.

• Scholarship

We believe teachers must be scholars who value and engage in life-long learning.

• Reflective Practice

We understand the learning process as a fluid, complex, and dialogical process. Our educational philosophy then, stresses the value of learning through meaningful activity and reflection within a community of scholars/educators.

• Social Justice

We recognize learning as a sociocultural dynamic and therefore seek to frame our learning and service within the cultural, historical, and material contexts of the diverse populations of the New York metropolitan area. Educators must be aware of the ways schools may reproduce hierarchies

based on race, class, gender, and sexuality. Awareness should lead to action as teachers embrace their roles as student advocates and active community members.

- **Inclusive Community**

Our conception of learning as a sociocultural dynamic leads us to a philosophy that embraces community and collaboration. Democratic, collaborative learning communities that welcome diversity and honor the voices of all hold the most promise for individual as well as organizational progress.

- **Wellness**

Our conception of learning is holistic. That is, we believe values and personal growth in the physical, mental, social, emotional, and spiritual domains should be nurtured as well as skills and knowledge.

- **Creativity and the Arts**

In line with our emphasis on holistic education is our belief in the value of creative expression and artistic exploration to personal and professional growth. Creativity and vision are inherent in our conception of the good teacher. The creative process allows us to reflect on our world as well as envision ways of making it more humane, just, and beautiful.

These goals are conceived and presented as broad ideals to strive for rather than as fixed destinations. We acknowledge that, whereas teacher candidates and clinical candidates may show variation in achieving these goals, the process of achievement is at the heart of their educational journey. These values and goals pertain to the liberal and professional education of teacher candidates and professional practitioners in allied fields.